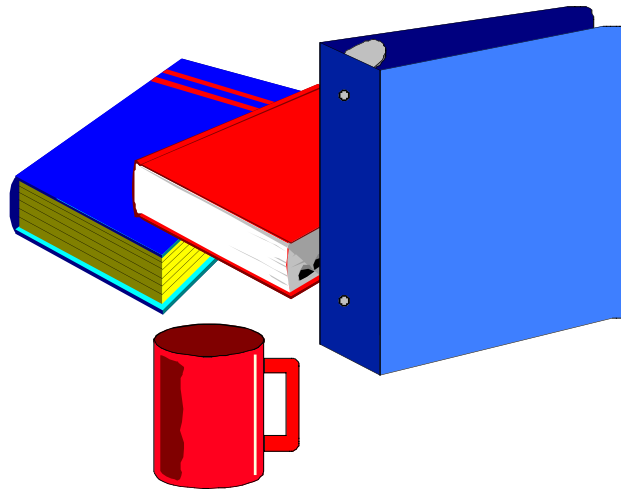


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #3 Person-Centered Planning and Services

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Session:	3																																				
Topic:	Person-Centered Planning and Services																																				
Core Objectives:	Upon completion of this session, the DSP should be able to: <ol style="list-style-type: none">1. Understand the key elements and the role of the DSP in the person-centered planning process2. Work as a team member to maintain accurate documentation of individual goal attainment.3. Understand and participate in the process of assessing service quality outcomes4. Participate as a member of the person-centered planning team5. Understand the role, responsibility and rights of parents and other legally authorized representatives on the person-centered planning team																																				
Time:	<table><tr><td><i>Introduction and Key Words</i></td><td>5 minutes</td></tr><tr><td><i>Review of Regional Center and Service Coordinator</i></td><td>5 minutes</td></tr><tr><td><i>History of Individual Plan</i></td><td>10 minutes</td></tr><tr><td><i>Introduction to Person-Centered Individual Program Plan</i></td><td>5 minutes</td></tr><tr><td><i>The IPP and the DSP</i></td><td>5 minutes</td></tr><tr><td><i>Goals</i></td><td>5 minutes</td></tr><tr><td><i>Activity: Helping Joe and Bruce Get Ready for a Team Planning Meeting</i></td><td>40 minutes</td></tr><tr><td><i>BREAK</i></td><td>15 minutes</td></tr><tr><td><i>Objectives</i></td><td>5 minutes</td></tr><tr><td><i>Activity: First Steps You Can Observe and Record</i></td><td>15 minutes</td></tr><tr><td><i>Recording Individual Progress and Activity</i></td><td>20 minutes</td></tr><tr><td><i>Things You Can Learn from Looking at an IPP</i></td><td>15 minutes</td></tr><tr><td><i>Tips on Successful Writing</i></td><td>5 minutes</td></tr><tr><td><i>Activity: Writing a Team Note</i></td><td>20 minutes</td></tr><tr><td><i>Optional Activity and Discussion</i></td><td></td></tr><tr><td><i>Practice Questions</i></td><td>5 minutes</td></tr><tr><td><i>Ending the Session</i></td><td>5 minutes</td></tr><tr><td>Total Time</td><td>180 minutes</td></tr></table>	<i>Introduction and Key Words</i>	5 minutes	<i>Review of Regional Center and Service Coordinator</i>	5 minutes	<i>History of Individual Plan</i>	10 minutes	<i>Introduction to Person-Centered Individual Program Plan</i>	5 minutes	<i>The IPP and the DSP</i>	5 minutes	<i>Goals</i>	5 minutes	<i>Activity: Helping Joe and Bruce Get Ready for a Team Planning Meeting</i>	40 minutes	<i>BREAK</i>	15 minutes	<i>Objectives</i>	5 minutes	<i>Activity: First Steps You Can Observe and Record</i>	15 minutes	<i>Recording Individual Progress and Activity</i>	20 minutes	<i>Things You Can Learn from Looking at an IPP</i>	15 minutes	<i>Tips on Successful Writing</i>	5 minutes	<i>Activity: Writing a Team Note</i>	20 minutes	<i>Optional Activity and Discussion</i>		<i>Practice Questions</i>	5 minutes	<i>Ending the Session</i>	5 minutes	Total Time	180 minutes
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Total Time	180 minutes																																				

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
 - Hard copy of overheads or disk with PowerPoint presentation;
 - *DSP Resource Guide* for all class participants; and
 - Videotape (VHS) copy of *A Conversation with Joe* and *A Conversation with Bruce*.

Preparation

Instructor should read over the Teacher's Resource Guide, Overheads and Resource Guides before each session. Make sure that you are familiar with all of the information and the instructions for presentation. The information can be presented verbatim or paraphrased as long as the essential content is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to second session of person-centered planning and services. In our last session, we talked about ways that you can find out about individual preferences, needs and choices through person-centered planning. We also talked about how you can use what you find out in the home where you work. For example, it can be used in scheduling activities, putting together menu plans and helping you be more successful in supporting individuals. This session is about how you can help the planning team put your information to use in a person-centered Individual Program Plan.

Your Presentation Notes

**Session 3: Person-Centered
Planning and
Services**



Session #3, Overhead 1

Key Words

Do

Show overhead #2

Say

Let's review the key words for this session which are:

- Regional Center Service Coordinator
- Person-Centered Planning Team and Individual Program Plan
- Goal
- Services and Supports
- Review Date
- Recording Progress

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Regional Centers

Do

Show overhead #3

Say

As you may remember if you took the class last year, many of the services for people with developmental disabilities are coordinated through the regional centers. The regional centers are a network of twenty-one, non-profit agencies which were created by the Lanterman Act. If a person is eligible


Your Presentation Notes

Key Words

- Regional Center Service Coordinator
- Person-Centered Planning Team 
- Person-Centered Individual Program Plan
- Goal
- Services and Supports
- Review Date
- Recording Progress

Session #3, Overhead 2

Regional Centers

- 21 non-profits agencies
- Service coordination
- Planning Team
- Person-Centered Individual Program Plan
- Purchase services and supports written into the IPP and not available in community 

Session #3, Overhead 3

(meaning that he or she has a developmental disability or, if a small child, is 'at risk' of having one), regional centers provide individualized planning and service coordination. Service coordinators (or case managers or social workers) help individuals and families with the information and assistance they need to use community services and supports. They are important members of the an individual's planning team.

The planning team develops the person-centered Individual Program Plan or IPP. If a service or support (for example, physical therapy) is needed by someone and it's not available any through the usual ways (for example, through MediCal or private health insurance), the regional center can pay for it. However, the regional center will only pay for the service or support if it is written into the Individual Program Plan. That is one of the reasons why the Individual Program Plan is so important.

Your Presentation Notes

A Brief History of the Individual Plan

Say

Let's talk for a few minutes about why the Individual Program Plan was developed. In the early 1970's, a number of cases went to court to answer the question:

What is the best way to make sure that individuals with developmental disabilities get the services and supports that they need?

In the mid 1970's, many federal and state laws were passed to help answer this question.

All of these laws basically say that to make sure that individuals with developmental disabilities get the service and supports they need, a plan must be written that looks at each person's individual needs. This became known as an *Individual Plan*. As the years have passed, lots of different plans have been created. You have probably heard of some of them, like the Individual Education Plan (or IEP) that is used in schools and the Individual Program Plan (or IPP) that is used by the regional centers.

Your Presentation Notes

Do

Show overheads #4 and #5

Say

The things that all individual plans have in common are that they:

- are **written down**;
- are developed by everyone involved with the person's life (**a team**);
- outline the things that a person can do well (**strengths, preferences**) and their plans for the future (**life goals**);
- outline the things that get in the way (**barriers**) and things that a person needs help with (**support needs**);
- list the steps that are needed for a person to learn, live or work more independently (**goals, objectives, services and supports**);
- list who will help with the services (**responsibilities**);
- list ways to tell if the services help (**progress towards goals**); and
- state when the plan should be looked at again (**review date**).

Your Presentation Notes

Plans Have in Common . . .

- **written down**
- **developed by a team**
- **lists strengths, preferences, life goals**
- **lists things that might get in the way of reaching goals (barriers)**
- **outlines individual support needs**

Session #3, Overhead 4

Plans Have in Common . . .

- **goals**
- **objectives with timelines and who is responsible**
- **a list of services and supports**
- **a way to check on progress towards goals**
- **a review date**

Session #3, Overhead 5

Say

To repeat, the importance of individual plans is that they help make sure that each person with a developmental disability gets the kinds of services and supports he or she needs.

Introduction to the Person-Centered Individual Program Plan

Say

The plan that the Regional Center uses and the one that you probably see most often is called the Individual Program Plan or IPP.

Do

Show overhead #6

Say

The person-centered IPP does three important things:

1. lists the choices, needs and preferences of an individual
2. lists the services needed to support the individual's choices, needs and preferences
3. lists progress made toward supporting those choices, needs and preferences

Your Presentation Notes

Person-Centered IPP

Three important things:

1. lists the choices, needs and preferences of an individual
2. lists services needed to support choices, needs and preferences
3. lists progress made toward supporting choices, needs and preferences

Session #3, Overhead 6

Do

Show overhead #7

Say

The major parts of the person-centered Individual Program Plan are called:

- **Goals**
- **Objectives**
- **Services and Supports**
- **Review Date**

The IPP and the DSP

Do

Show overhead #8

Say

While in your current job you will not have to write an IPP or a goal or objective, it will be helpful to understand more about the IPP. For example, you may be asked to look at an IPP if you are invited to a planning team meeting. Or, you may be asked to report to the planning team about progress on an individual goal. Our discussion and activities for the rest of this class will help you be prepared for your role in:

- supporting the planning team in getting the information needed to write the IPP;

Your Presentation Notes

Major Parts of the IPP

- **Goals**
- **Objectives**
- **Services and Supports**
- **Review Date**

Session #3, Overhead 7

The IPP and the DSP

Your job might include:

- **supporting the planning team with information needed to write the IPP**
- **helping individuals get ready for IPP meetings**
- **working on IPP goals**
- **recording the progress that you observe on IPP goals**

Session #3, Overhead 8

- helping individuals get ready for IPP meetings;
- working on the goals in an IPP; and
- recording any progress that you observe.

The Individual Program Plan affects what you do every day with the people you support.

Goals

Do

Show overhead #9

Say.

Let's talk about how the goals in someone's IPP might be important to you.

Why do you think they are important?

Note: Answers from the class might include:
they tell why you're doing what you're doing or
they tell you what kinds of things you should be
teaching someone.

Those are all good answers. One of the most important things for the DSP to know about goals is that they tell you **the things that people want to do or learn**. For example, if an individual and his or her

Your Presentation Notes

Goals

- **a goal might be:**
 - something that someone wants to do or learn
 - a choices that someone makes about his or her life
- **IPP goals tell the DSP what kinds of support an individual needs (for example, teaching a new skill)**

Session #3, Overhead 9

planning team write an IPP goal that *the individual wants to learn how to take the bus to work*, teaching that skill might become a part of your job.

Goals also tell you about **the choices that people make in their lives**. For example, if an individual and his or her planning team write a goal that the individual chooses to join a certain church, supporting that choice might become a part of your job.

So, as you can see, the goals that are written into an IPP can change what you do every day.

Activity: Helping Joe and Bruce Get Ready for a Planning Team Meeting

Say

Now we'll work on an activity that demonstrates how you can support an individual in getting ready for a planning team meeting. First, we'll watch two videos we saw last session called *A Conversation with Joe* and *A Conversation with Bruce*. Once again, you will see brief conversations with Joe and Bruce and members of their planning teams talking to them about their choices, needs and preferences.

Your Presentation Notes

IMPORTANT NOTE

Before you start *Getting Ready for a Planning Team Meeting*, please mention the following to your class:

In this session, we will practice team meetings using role play. When you are playing the role of an individual with disabilities, remember that the purpose is to give you a chance to practice in situations that are as realistic as possible. In no way are the role play activities meant to demean or show disrespect for individuals with disabilities. The activities are only to create as real a situation as possible in order to learn the skills of teaching a new task.

In the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page), you will see two activity sheets titled *Getting Ready for a Planning Team Meeting*. These are the worksheets for this activity.

Do

Show video titled *A Conversation with Joe*

Say

Now, divide up into small groups and choose someone to be a recorder for this activity. Your job is to help Joe think about things he would like to talk about at his next planning team meeting. The team will use this information to help Joe write his person-centered Individual Program Plan. Since person-centered planning always includes the person, someone in your group needs to play Joe. You can ask Joe questions about things he might want to talk about at his next planning meeting. As a group, write up two of your ideas. Here's a hint, think about: (1) the kinds of things Joe likes to do in the community; and (2) some opportunities for learning new things to support his health

Okay, begin your work.

Wait for about 10 minutes and

Say

What ideas did you and Joe talk about?

(**Note:** Write up the group ideas on flip chart

Your Presentation Notes

paper or a blank transparency. Ask why the group thinks Joe might be interested in each idea.

Participants will likely mention learning how to drive a car. The second idea might be learning more about health and nutrition or joining a club or organization that has to do with his community interests.

Say

Those are all good ideas for things to talk about at Joe's next planning team meeting.

Note: If not mentioned, state the ideas that you will find on the following page.

Do

Show video titled *A Conversation with Bruce*

Say

Okay, help Bruce think about some ideas to discuss at his next team planning meeting. This time, just write up one possible idea. Think about the kinds of things Bruce likes to do in the community and some ways to expand on those activities.

Since person-centered planning always includes the person, someone in your group needs to play Bruce. You can ask Bruce questions about possible ideas for his next

Your Presentation Notes

Activity:
Getting Ready for a Planning Team Meeting

After you have seen the video about Joe, divide up into small groups and choose someone to be a recorder for this activity. Your job is to help Joe think about things he would like to talk about at his next planning team meeting. The team will use this information to help Joe write his person-centered Individual Program Plan. Since person-centered planning always includes the person, someone in your group needs to play Joe. You can ask Joe questions about things he might talk about at his next planning meeting. As a group, write up two of your ideas. Here's a hint, think about: (1) the kinds of things Joe likes to do in the community; and (2) some opportunities for learning new things to support his health.

Possible ideas for Joe to talk about at his next team planning meeting:

Learn how to drive a car.

He mentioned that he would like to learn to drive.

Learn more about diet and nutrition.

He mentioned that sometimes he has problems with his stomach after eating.

Join a health club.

He mentioned that he has a lot of athletic interests.

Join a recreation sports team (e.g., baseball, basketball).

He mentioned that he likes to play ball.

Join a runner's club.

He mentioned that he jogs every day.

Join a self-advocacy group.

He talks about racism and problems on the bus.

team planning meeting.

Okay, begin your work.

Wait for about 10 minutes and

Say

What ideas did you and Bruce talk about?

Do

Write up the possible ideas on flip chart paper or a blank transparency. Ask why the group thinks Bruce might be interested in those ideas. Participants will likely mention a goal about getting a new job or getting married.

Note: If not mentioned, state the ideas that you will find on the following page.

Say

More good ideas for Bruce to talk about with his team as they work together on his person-centered IPP.

We've completed an activity that gives you an idea of how you might support someone in getting ready for an IPP meeting. Also, you can see how that information can be useful for the planning team in writing up goals which reflect an individuals choices, needs and preferences.

Your Presentation Notes

Activity:
Getting Ready for a Planning Team Meeting

After you have seen the video about Bruce, divide up into small groups and choose someone to be a recorder for this activity. Your job is to help Bruce think about things he would like to talk about at his next planning team meeting. The team will use this information to help Bruce write his person-centered Individual Program Plan. Since person-centered planning always includes the person, someone in your group needs to play Bruce. You can ask Bruce questions about things he might talk about at his next planning meeting. As a group, write up one of your ideas. Think about the kinds of things Bruce likes to do in the community and some ways he could expand those activities.

A possible idea for Bruce to talk about at his next team planning meeting:

Get a new job.

He talks about wanting to work at Toys-R-Us.

Go to a music concert.

He talks about his favorite music and that he likes to dance.

Make plans to get married.

He talks about his plans to marry his girlfriend.

Join a bowling league.

He talks about bowling on the weekends.

BREAK for 15 minutes

Objectives

Do

Show overhead #10

Say

Objectives are the steps needed to move toward a goal. An objective has a date written into it so the individual and his or her planning team will know if the goal is getting closer.

A goal might be that Joan wants to save money for her vacation trip.

A first step (objective) might be that by the end of January, Joan will open a savings account.

A goal might be that Travis wants to join a church.

A first step (objective) might be that by the end of June, Travis will have a chance to visit four churches on Sunday.

Say

Objectives also influence what you do as a DSP every day. IPP objectives tell you what you need to observe and record for the goals and objectives of the individuals you support.

Your Presentation Notes

Objectives

- **steps to reach a goal**
 - Joan wants to save money for her vacation trip.
 - A first step (or objective) might be that by the end of January, Joan will open a savings account.
 - Travis wants to join a church.
 - A first step (or objective) might be that by the end of June, Travis will have a chance to visit four churches on Sunday
- **tell the DSP how to record progress**

Session #3, Overhead 10

These are the things you need to document and write down.

For example, if you were with Joan the day she opened her bank account, you would need to record that activity. You have observed the completion of an objective or a step towards her goal of saving money for a vacation. This is important information for the planning team to know when they meet again to talk about progress on Joan's IPP goals.

Activity: Recording What You Observe

Say

In the *Worksheets and Activities* section of your *Resource Guide*, you will find an activity titled *Recording What You Observe*.

Your job is to come up with a first step that a DSP might observe or do for each of the goals listed on the worksheet. These would be things that you could write down in a daily log or a staff note.

Okay, begin your work.

Your Presentation Notes

Wait for about 10 minutes and

Say

Let's find out what first steps you wrote down as a team.

Discuss

After each group reports a first step, ask the large group: "Is that a possible first step towards reaching the goal?" There are some possible first steps listed on the following page.

Say

Again, this information will be important for the next team planning meeting when they talk about progress on IPP goals.

Recording Individual Progress

Say

We're going to talk more about the importance of the Individual Program Plan in your every day work and we're going to do that through activities.

Say

As we just talked about in our last activity, an important responsibility you have as a DSP is to help record individual progress through a staff log or progress note or on a data sheet. We discussed how this information helps the individual and the planning team figure out if

Your Presentation Notes

Activity: Recording What You Observe

Your job is to come up with a first step that a DSP might observe for each of the goals below. These would be things that you could write down in a daily log or a staff note. This information will be important for the next team planning meeting when they talk about progress on IPP goals.

Goal: Learn how to drive a car.

A first step toward the goal that a DSP could observe and record:

Going to the DMV to get the booklet of laws about driving.

Getting a learner's permit.

Finding out what you need to do to get a license.

Goal: Learn more about diet and nutrition.

A first step toward the goal that a DSP could observe and record:

Getting a book about diet in easy-to-understand language.s

Talking about nutritious and non-nutritious foods.

Starting a daily log about what foods that are eaten at each meal.

Plan a menu that is healthy.

Join a health club.

A first step toward the goal that a DSP could observe and record:

Find out where the health clubs are located.

Visiting a health club.

Setting up a budget to save the money needed to join a health club.

goals and objectives are on target or if changes need to be made in the plan. We're going to work on another activity about documenting progress by looking at progress recorded on a easy-to-use data sheet.

Please turn to the *Worksheet and Activity* section in your *Resource Guide* (please refer to the page number) to the activity titled *Looking at Individual Progress*.

We'll divide into our small teams again for this activity. On the two pages of that activity, you will find an example of an individual progress record from a community care home.

The example you will see is about a man named Vernon. He talked to his planning team about doing more for himself. They suggested that shaving would be a good start and he agreed. As you can see, the objective for shaving is broken down into small step and that progress has been recorded on a regular basis. Your job as a group is to look at the progress record and to answer these four questions.

Your Presentation Notes

Activity: Looking at Individual Progress

As a DSP, you will be asked to provide information to the team about individual progress on goals and objectives. On the following page is an example of an individual progress record from a community care home. Vernon has decided that he wants to do more for himself and that shaving would be a good start. As you can see, the objective for shaving is broken down into steps (task analysis) and information about progress has been collected on a regular basis. Your job as a team is to look at the progress record and to answer the questions below:

1. What has happened with Vernon's **level of independence** over time?

The level of independence has increased over time.

2. What steps in the process of shaving are difficult for Vernon?

Getting the shaver and feeling for unshaven beard.

3. What creative things could you do to help Vernon be more successful on those steps?

For example, using a picture board to help prompt Vernon to get the shaver and feel his face for unshaven beard.

4. Should this objective be continued? Why or why not?

You might get answers justifying yes and no. If yes, it should be continued to see if you can increase his independence. If no, some may think he has reached his highest level of success and it's time to move on. However, there really hasn't been enough time (only one week on this data sheet) to decide about moving on with another

Teaching Plan and Individual Progress Record

Name: Vernon Mayberry

Goal: Vernon wants to do more for himself

Objective: Learn to shave himself by June 30th

"+" = independent "O" = Needs a prompt

Task Analysis:

	5/1	5/2	5/3	5/4	5/5	5/6	5/7	5/8	5/9	5/10
1. <u>Gets shaver</u>	0	0	0	0	0	0	0	0	0	0
2. <u>Plugs in shaver</u>	0	0	0	0	0	+	+	+	+	+
3. <u>Turns on shaver</u>	+	+	+	+	+	+	+	+	+	+
4. <u>Shaves faces</u>	+	0	0	0	+	+	+	+	+	+
5. <u>Feels for unshaven beard</u>	0	0	0	0	0	0	0	0	0	0
6. <u>Turns off shaver</u>	0	0	0	0	+	+	+	+	+	+
7. <u>Puts shaver away</u>	0	0	0	+	+	+	+	+	+	+
8. _____										
9. _____										
10. _____										
11. _____										
12. _____										
13. _____										
14. _____										

Do

Show overhead #11

Say

1. What has happened with Vernon's **level of independence** over time?
2. **What steps** in the process of shaving **are difficult** for Vernon?
3. What **creative things** could you **do to help Vernon be more successful** on those steps?
4. Should this **objective be continued?** Why or why not?

Go ahead and get to work.

Wait about 10 minutes and

Say

What did you get for the answer to the first question? (**Note:** See answers on the following page. Move through all of the questions and make sure that participants understand the answers.)

Say

As a DSP, you may have a number of responsibilities in the IPP process. You may help develop the plan as a team member. You will certainly have some responsibilities in carrying out the plan. You may also be asked to help the team figure out if there is

Your Presentation Notes

Activity: Looking at Individual Progress

1. What has happened with Vernon's level of independence over time?
2. What steps are difficult for Vernon?
3. What could you do to help him be more successful?
4. Should this objective be continued? Why or why not?

Session #3, Overhead 11

progress on individual's goals and objectives. That's why it's important to know something about the Individual Program Plan and how it relates to your work. Let's spend some time looking at a person-centered IPP.

Things You Can Learn From Looking at an IPP

Say

In each individual's file, there is a copy of the most current person-centered Individual Program Plan. You should be familiar with the plan for each individual you support. It will be very helpful to you in supporting the individuals who live where you work.

In your *Resource Guide* (refer to the page number), you will find some information from Fred's IPP. To remind you about Fred, he is almost 30 years old. He has autism and some behavior that is challenging to the people who work with him. He does not use words, but uses a few signs and gestures to communicate. He can do a lot of things for himself if you remind him.

Say

This activity will give you a chance to read some information from Fred's IPP that would be helpful to you in working with him.

Please turn to the *Worksheets and Activity*

Your Presentation Notes

section of the *Resource Guide* to the activity titled *Fred's IPP and Your Responsibilities in Supporting Him* (please refer to page number). As a group, choose a recorder and answer those questions based on what you learn from Fred's IPP.

Wait about 5 minutes and

Say

Okay, what are your answers to these questions?

Do

Show overhead #12 and #13

Note: You will find the answers on the page following the excerpts from Fred's plan. This should be a large group discussion. The importance of this activity is to learn more about the IPP and its relevance to the DSP. By looking at the IPP, the DSP can learn a lot about his or her daily responsibilities in supporting individuals who live at the home.

Say

As you can see, the Individual Program Plan can provide you with the kind of information you need to successfully support someone.

Your Presentation Notes

Activity: Fred's IPP

- What kinds of things would Fred like to help you do?
- What do you need to know about Fred when he is taking his medication?
- If you don't watch what Fred eats, what can happen?

Session #3, Overhead 12

Activity: Fred's IPP

- What kinds of community activities does Fred like?
- If going to the mall, any concerns?
- What support does Fred need in the community?

Session #3, Overhead 13

Excerpts from Fred's Person-Centered INDIVIDUAL PROGRAM PLAN

Things We Know About Fred at Home

Fred participates in a variety of household chores (for example, helps cook dinner, set the table, make his bed, do the laundry). While he can complete many of these chores without many prompts, he needs to be in the company of support staff at all times as he will exit the house without warning. Fred needs some help with personal care, washing his hair, putting on lotion after showering, tooth brushing, but it's very important that he do as much as he can on his own.

Things We Know About Fred's Health

He currently takes seizure medication on a daily basis. He will spit out his medication if not supervised. He is in basic good health, but needs supervision in what he eats in order to prevent severe constipation.

Things We Know About Fred's Social Life

Fred likes to be on the go every day of the week. He loves to hop in the van and go someplace after work and several times on the weekend. He particularly likes to help shop for groceries, hike, take short walks, swim, eat out in restaurants. He needs support when ordering food, making purchases and staying with the group. He sometimes takes off clothes in public, takes food he likes from others in a restaurant, and urinates in public.

Activity:
Fred's IPP and
Your Responsibilities in Supporting Him

As a team, look at and talk about Fred's person-centered IPP so that you can answer the following questions.

What kinds of things would Fred like to help you do around the house?

Fred likes helping staff with a variety of household chores, for example, cooking dinner, setting the table, making his bed, and doing the laundry.

What do you need to know about Fred when he is taking his medication?

If you don't watch, he will spit it out.

If you don't watch what Fred eats, what can happen?

He needs supervision in what he eats in order to prevent severe constipation.

What kinds of community activities does Fred like?

Fred likes to be on the go every day of the week. He loves to hop in the van and go someplace after work and several times on the weekend. He particularly likes to help shop for groceries, hike, take short walks, swim, eat out in restaurants.

If you were going to take Fred to the mall, what concerns might you have?

Taking food he likes from other people. Taking his clothes off. Wandering away from staff. Having a seizure.

What kinds of support does Fred need from you during community activities?

He needs support when ordering food, making purchases and staying with the group.

Tips on Successful Writing

Say

As we have already talked about, one of your responsibilities as a DSP is to record what happens to the individuals you support. You may be writing something daily or weekly about: (1) progress on individual IPP goals; or (2) things that are and are not going well for an individual; or (3) good ways that you have found to work with an individual. You might also need to write up a special incident or information about a doctor's appointment or a community activity. Whether you are writing a progress note, filling out a community activity log, or a special incident report, it's important to know how to write well. Here are some general tips:

Do

Show overhead #14

Say

1. Know who you are you writing to

Other staff? A service coordinator at the regional center? Are you writing to a family of someone you support? Think of what you write as though you're having a face-to-face conversation with the person. If you can write it that way, it should be easy to understand.

Your Presentation Notes

Successful Writing

- **know to who you are writing**
- **know what you're writing about**
- **get to the point**
- **be respectful & courteous**
- **use a 'checker' if using a computer**
- **use the active voice**
- **stick to the facts**

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2. Know what you're writing about

For example, if you're writing about a special incident, make sure you know everything that happened before you write it down.

3. Get to the point

Start off your first sentence with the point you want to make. Use short and familiar words instead of long or unusual ones. This helps keep your writing clear and to the point.

4. Be respectful and courteous

You may be feeling strong emotions when writing something, but keep it positive. Remember that you are producing a written record for others to see.

5. Use a spell and grammar checker if you use a computer

If you are using a computer and a word processor application, use the spell check and the grammar check if there is one. A reader will lose interest in what you have to say if there are a lot spelling, grammar, or punctuation errors.

Your Presentation Notes

6. Use the active voice

Unless you're writing something like a legal document, it's best to use the active voice in your writing. Here is an example:

Active Voice

I visited with the family at their home.

Passive Voice

The visit took place at the family home.

As you can see, an active voice sounds more conversational.

7. Stick to the facts

Write what you see and observe and not what you feel or think.

Do

Show overhead #15

Say

8. Last, but certainly not least - always use **people first language**: people first, disability second.

Say

On our last activity, you'll get a chance to practice these successful writing tips. In the *Worksheets and Activities* section of your *Resource Guide* (please refer to the page number), you will find an activity titled *Write a Team Note in About Fred*.

Your Presentation Notes

**People First,
Disabilities Are
Second**



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Activity:
Write a Team Note About Fred

After you have divided up into teams, one of you should be a recorder for this activity. You can look at the excerpts from Fred's Individual Program Plan to complete this activity. It will remind you of the things that Fred likes to do in the community. Write a weekly note that sums up how you have worked with Fred on this goal. Use your creativity and knowledge about Fred to make it sound like it really happened. Don't forget to use the successful writing tips to make it respectful, clear and easy-to-understand.

Weekly Team Note

Name of Individual: Fred Jones

Dates: 10/12/00 -10/18/00

Goal: Fred will have more opportunities to participate in preferred community activities.

Objective: Fred will have an opportunities to participate in a community activity seven days a week by 6/30/2001.

What happened on this goal this week:

After you have divided up into teams, one of you should be volunteer to be a recorder. You can use Fred's Individual Program Plan to complete this activity. Write a note that sums up how you have worked with Fred on one of the goals over the last week. Use your knowledge and creativity about Fred to make it sound like it really happened over the last week. Don't forget to use the things you have learned about successful writing tips to make it respectful, clear and easy-to-understand.

Do

Show overhead #16

Say

These are the things you should include in your note:

- What activities were provided?
- Which did Fred enjoy? not enjoy?
- Any challenging behaviors that got in the way?
- After writing the note, the team should review its note by asking -
 - Did we follow the 8 steps of successful writing?
 - Could another DSP learn something from this note about supporting Fred?

Your Presentation Notes

Activity: Your Weekly Note Should Cover -

- What activities were provided?
- Which did Fred enjoy? not enjoy?
- Any challenging behaviors that got in the way?
- After writing the note, ask -
 - Did we follow the 8 steps?
 - Could another DSP learn something from this note about supporting Fred?

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(**Note:** Leave up overhead #16 during the activity.)

Wait about 10 minutes and

Say

Okay, which team would like to read their note first?

Note: After each group reads their notes, ask the large group feedback. Did answer the questions (e.g., activities, challenging behaviors) Was it to the point? Was it respectful? Was it easy to understand? Did it give you a clear picture of what happened? Could another DSP learn something from it?

Do

Show overhead #17

Say

In these last two sessions, we have talked about the important role of the DSP in the person-centered planning and IPP process. You've also had a chance to participate in all of the parts of the process. To review your role in the IPP process, it's

- gathering information in the planning process;
- carrying out the plan providing opportunities for individual choice

Your Presentation Notes

Role of DSP in IPP Process

- gathering information in the planning process
- carrying out the plan by providing opportunities for individual choice and preferred activities
- recording individual progress

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and preferred activities; and

- documenting progress.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. This would be used for participants who might want to learn more about developing IPPs and writing objectives. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Optional Activity: Writing An Objective

Say

Let's take a few minutes and complete an activity that will give you a chance to practice writing an objective. This would not be something you would likely do until you are supervising a home. You can find it in your *Resource Guide* in the *Worksheets and Activities* section and it's titled *Optional Activity: Practice Writing An Objective* (please refer to the appropriate page number).

Your Presentation Notes

After you break into your teams, your job is to write an objective (or first step) for each of the three goals on the activity sheet.

Remember, objectives are the steps needed to move toward a goal. For this activity, please include a time line (for example, By July 5th, Martin will . . .).

Wait about 10 minutes and

Say

What objectives did you come up with?

Note: There are some possible objectives presented on the following page. As each group reports on an objective, ask “Is that a possible first step towards reaching the goal? Did it include a time line?”

Say

To review, goals are broad statements about what someone wants to do or learn and objectives are the steps it will take to reach the goal.

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Your Presentation Notes

Optional Activity:
Practice Writing An Objective

Your job as a team is to write an objective (or first step) for each of the goals below. **Remember, objectives are the steps needed to move toward a goal.** For this activity, include a time line (for example, By July 5th, Martin will ...).

Goal: Bill wants to get a job at Taco Bell.

Possible Objective:

By May 4th, 2000, Bill will pick up an application to three Taco Bells in the area where he lives.

Goal: Fernando wants to cook a meal for his girlfriend on her next birthday.

Possible Objective:

By April 6th, 2000, Fernando will make a dinner menu of his girlfriend's favorite foods.

Goal: Sylvia wants to learn to swing dance.

Possible Objective:

By August 15th, 2000, Sylvia will be signed up for two lessons at the Community Center.

Wait about 5 minutes -

Say

Let's review your answers. (**Note:** The answers are underlined in your teacher's guide.)

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Key Word Dictionary

Person-Centered Planning Session #3

Goal

Goals are the things that people want to do in the next few years. They are the choices that people make about where to live, what to do during the day, who to spend time with, what to do for fun and hopes and dreams

Objective

Objectives are the steps needed to move toward a goal. An objective needs to have a date written into it so the team will know if the goal is getting closer.

Person-Centered Individual Program Plan

The person-centered planning process helps the team figure out the preferences, needs and choices of an individual. Once that process is completed, the team talks about the kinds of services needed to support the person now and in the future and the person-centered Individual Program Plan is developed. The plan includes: (1) kinds of services and supports the individual needs, (2) who will provide each service and support, and (3) how these services and supports will assist the individual to have opportunities to experience what is important to him or her and to get moving towards his/her goals for the future.

Recording Progress

As a DSP, you will be asked to provide information to the team about individual progress on goals and objectives. This is usually done by writing progress notes on each individual. In progress notes, you will be writing about: (1) progress on individual goals; or (2) things that are and are not going well for an individual; or (3) good ways that you have found to work with an individual.

Regional Center

In California, many services for people with (or 'at risk') of a developmental disability are coordinated through a network of twenty-one, non-profit Regional Centers established by the Lanterman Act. If a person is eligible, Regional Centers provide planning and related services, including service coordination.

Regional Center Service Coordinator

Service coordinators (sometimes called case managers or social workers) help individuals and families with the information they need to use community services and supports. In addition to helping develop the Individual Program Plan (IPP), service coordinators help arrange for the services and supports mentioned in the IPP.

Review Dates

The IPP should have written into it some times or review dates, when everyone on the team will get together and look at how things are going. This is a time to find out if the individual (and their family if someone is under 18) is happy with their current services and supports and if there is progress towards individual goals. If things aren't going well on one of the goals or if someone is unhappy with their services and supports, then it may be time to change the plan and the services and supports.

Services and Supports

There are many kinds of ***services and supports*** that can be listed in an Individual Program Plan, depending on the support needs of the individual. Some of those services and supports are: (1) **a place to live** (for example, emergency housing, foster family, group home, supported living, help in finding a place, homemaker services); (2) **a place to learn or work** (for example, education, day program, workshop, supported employment, competitive employment); (3) **getting around** (for example, transportation, travel training, recreation, adaptive equipment); and, (4) **staying healthy** (for example, counseling, mental health services, medical or dental services).

If You Want to Read More About Person-Centered Planning and Services

**Learn the Basics, Learn the Process, Apply What You Learn:
Service Coordination Orientation and Training Curriculum**
by the Southern California Training and Information Group (1999)

A three part guide for regional center service coordinators on the many aspects of that work from problem-solving to purchase-of-service.

**More Than a Meeting: A Pocket Guide to the Person-Centered
Individual Program Plan**

Prepared by the California Department of Developmental Services (1994)

A guide for individuals and families on the person-centered planning process and the Individual Program Plan.

References for this Session

Lanterman Developmental Disabilities Services Act
distributed by the Organization of Area Boards

**Learn the Basics, Learn the Process, Apply What You Learn:
Service Coordination Orientation and Training Curriculum**
by the Southern California Training and Information Group (1999)

**More Than a Meeting: A Pocket Guide to the Person-Centered
Individual Program Plan**

Prepared by the California Department of Developmental Services (1994)

Put in a Good Word for Me
by North Los Angeles County Regional Center

